

Knowledge	Nursery History		Skills	Attitude
Changes within living memory	Pupils should begin to develop an awareness of their past.		They should begin to use everyday historical terms e.g. then/now.	The pupil demonstrates the ability to communicate with others.
Events beyond living memory that are significant nationally or globally	Start to know where family members fit within a chronological framework. • Begin to identify similarities and differences between family members.		• Start to use common words and phrases relating to the passing of time e.g. last week/last year.	• The pupil demonstrates the ability to work with other children (collaborate).
The lives of significant individuals in the past who have contributed to national and international achievements	Start to know where family members fit within a chronological framework. • Begin to identify similarities and differences between family members.		• They should start to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	• The pupil shows enthusiasm and commitment to the topic.
Significant historical events, people and places in their own locality	Begin to identify similarities and differences between ways of life in different periods in our immediate locality.			

Knowledge	Reception History	Skills	Attitude
Changes within living memory	Pupils should begin to develop an awareness of the past e.g. a long time ago.	<p>They should begin to use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> • Start to use common words and phrases relating to the passing of time. • They should start to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Events beyond living memory that are significant nationally or globally	<p>Start to know where the events they study fit within a chronological framework.</p> <ul style="list-style-type: none"> • Begin to identify similarities and differences between ways of life in different periods. 		
The lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none"> • Start to know where the people they study fit within a chronological framework. • Begin to identify similarities and differences between ways of life in different periods. 		
Significant historical events, people and places in their own locality	Begin to identify similarities and differences between ways of life in different periods in our immediate locality.		

Knowledge	Year 1 History		Skills	Attitude
Changes within living memory	Pupils should begin to develop an awareness of the past.		<p>They should begin to use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> • Start to use common words and phrases relating to the passing of time. • They should start to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Events beyond living memory that are significant nationally or globally	<p>Start to know where the events they study fit within a chronological framework.</p> <ul style="list-style-type: none"> • Begin to identify similarities and differences between ways of life in different periods. 			
The lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none"> • Start to know where the people they study fit within a chronological framework. • Begin to identify similarities and differences between ways of life in different periods e.g. how toys have changed. 			
Significant historical events, people and places in their own locality	Begin to identify similarities and differences between ways of life in different periods in our immediate locality.			

Knowledge	Year 2 History		Skills	Attitude
Changes within living memory	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past. 		<ul style="list-style-type: none"> • They should use a wide vocabulary of everyday historical terms. • Use common words and phrases relating to the passing of time. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> • Know where the events they study fit within a chronological framework e.g. Fire of London. • Identify similarities and differences between ways of life in different periods e.g. 1666. 			
The lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none"> • Know where the people they study fit within a chronological framework e.g. Neil Armstrong. • Identify similarities and differences between ways of life in different periods e.g. 1666. 			
Significant historical events, people and places in their own locality	<p>Identify similarities and differences between ways of life in different periods in our locality e.g. Emmeline Pankhurst.</p>			

Knowledge	Year 3 History		Skills	Attitude
Changes in Britain from Stone Age to Iron Age	<p>Understand how archaeology helps us to understand the lives of pre-historic people.</p> <ul style="list-style-type: none"> • Understand how pre-historic people used tools • Understand how the impact of changes in technology on pre-historic people's lives. • Understand the impact of fire and changes in technology on improving diet and the evolution of people. • Understand how the advent of farming impacted on landscape and lives. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). 	
Ancient Egypt Depth Study	<p>Know when and where the Ancient Egyptians lived and the names of some of its city states. Be able to use a variety of sources to explain how the pyramids were built. Be able to use Egyptian art to find out about life in Egypt.</p> <ul style="list-style-type: none"> • Understand how and what the Egyptians traded. • Know about the Gods worshipped by the Egyptians. • Be able to use Egyptian art to find out about life in Egypt. • Understand how and why the Egyptians expanded their territory. • Understand how the civilisation of Egypt ended. 	<ul style="list-style-type: none"> • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • The pupil shows enthusiasm and commitment to the topic. 	

Knowledge	Year 4 History		Skills	Attitude
Ancient Greece Case Study	<p>Know when and where the Ancient Greeks lived and the names of some of its city states.</p> <ul style="list-style-type: none"> • Use artefacts and archaeology to find out about life in Ancient Greece. • Be able to assess how useful Greek myths can be in learning about the Ancient Greeks. • Understand how our language is influenced by the Ancient Greek language. • Understand how Ancient Greek architecture has influenced British buildings over time. <p>Know about the Gods worshipped by the Greeks.</p> <ul style="list-style-type: none"> • Understand how the Ancient Greek system of governance has influenced our ideas of democracy today. • Understand how the modern Olympic Games has been influenced by the Ancient Greek Games. 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic. 	
Roman Britain	<ul style="list-style-type: none"> • Know what life was like in Celtic Britain before Roman settlement. • Understand how the Romans settled in Britain using maps and place names. • Understand the Cesar's objectives for coming to Britain. • Understand what it was like to be a Roman soldier in Britain. • Use primary sources to explain how Boudicca was perceived by the Romans and the Celts. 	<ul style="list-style-type: none"> • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 		

Knowledge	Year 5 History		Skills	Attitude
Anglo-Saxon and Scot settlement in Britain	<p>Understand which societies settled in Britain when the Romans left, where they settled, where else they settled and where they came from.</p> <ul style="list-style-type: none"> • Understand why the Anglo-Saxons and Scots came to Britain. • Use a variety of sources to find out what kind of people they were. • Understand the challenges they faced when establishing settlements and how they overcame them. 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). 	
Aspect or theme beyond 1066 Crime and Punishment	<p>.</p>	<ul style="list-style-type: none"> • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • The pupil shows enthusiasm and commitment to the topic. 	

Knowledge	Year 6 History		Skills	Attitude
Mayan civilization c. AD 900	<ul style="list-style-type: none"> • Know when and where the Maya lived and the type of environment they lived in. • Know about the Maya writing system and its uses. <p>Understand what Maya hieroglyphs tell us about Maya culture and society.</p> <ul style="list-style-type: none"> • Understand and be able to use the Maya calendar round and Long Count Calendar system. • Understand how and what the Maya traded. • Understand the Maya number system and make comparisons to our own. • Understand the difficulties faced by archaeologists when making conclusions about the past using only material remains. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic. 	
Local History Study	<ul style="list-style-type: none"> • Understand how the local area has changed or remained the same. • Understand how the lives of local people have changed over time. • Use primary source materials, maps and photos to find evidence of the past. • Use oral history accounts to find out about the local area in the past. 	<ul style="list-style-type: none"> • They should understand how our knowledge of the past is constructed from a range of sources. 		